



Behaviour, Rewards and Sanctions Policy

Rygaards International School is our mutual workplace. So that all of us can thrive, there needs to be a good working climate, characterized by mutual respect between children and adults. This includes respect for another's culture and property, as well as respect for the school and all that belongs to it, following the school's Values.

All students have, in cooperation with the parents, a common goal, which is to aim their efforts towards the school's goals, vision and mission. In this way, respect, equality and tolerance, in both words and deeds, will help the school to be a safe place, and all are expected to contribute actively towards this. In practice this means that:

- All should experience respect so that no one is subject to degrading or offensive behaviour.
- A person's commitment to learning and making the most of the educational opportunities given should not be restricted or impeded in any way by disrespectful or intimidating behaviour by others.
- Everyone accepts responsibility for his/her own behaviour and shows due regard for others, both on and off the school grounds.

Rewards

In the International Primary School, we reward children for outstanding progress in their individual learning. This may include verbal praise, written praise, stickers or star charts etc. Examples of excellent work may be shown in assembly. Key Stage 1 and Key Stage 2 hand out certificates in assemblies for effort, progress or for modelling the school's values programme. Our Marking Policy outlines the positive and encouraging system that we have in place for the praise of good work.

In Secondary School, Certificates of Merits are awarded by subject teachers for work that is of a very high standard or for excellent effort. These certificates are presented to the pupils in the closing ceremony at the end of the school year.

A celebration evening is held every year, where certificates are awarded to the graduating Y11 students. Special projects may also be celebrated by publishing them on the school website.

Events like Sports Day, Theme Week, drama productions, musicals, class church services etc. provide opportunities for many children to experience success and be rewarded for their actions.

Differentiation

The school recognises individuals' achievements as well as pure academic success. A significant improvement in behaviour or effort is an area which is to be encouraged and will be rewarded.

Progress, effort and improvement is recognised on an individual basis.

Restorative Measures, Sanctions & Interventions

Most cases of misbehaviour will be dealt with as they happen – in the classroom, in the playground or on a school trip. In these cases, the teacher on duty will intervene immediately and will follow up with the class teacher. The Head of School may become involved in the more serious cases. Restorative measures may include the child apologising verbally and in writing as well as engaging in conversation leading to an acknowledgement of making better choices in the future. In cases where several students are involved, intervention might be in the form of “Circle Time” for the whole class.

A serious/repeated incident will be reported to the child’s class teacher. If necessary, parents will be informed.

Children causing concern are discussed at team meetings and interventions discussed. A plan of action is put in place to monitor the behaviour of the student.

Serious matters, such as bullying, are brought to the attention of the appropriate Head Teacher. Please refer to the Anti Bullying Policy for specific information about bullying.

Exclusion

A pupil’s evasion of the school’s Code of Conduct can lead to:

- A dialogue with the pupil followed by a written warning that is sent home.
- A dialogue with the pupil and the parents together with the leadership, where an agreement is signed.
- Suspension for a shorter or longer period.
- Permanent Exclusion in serious cases.

The school alone decides on the consequence resulting from a breach of the Code of Conduct.

Suspension: A pupil may be sent home by the Head Teacher if they misbehave, usually for no more than a few days. This time should be used by the child to reflect on their behaviour, and to think about how to restore the situation and their relationship with others involved. Before the pupil is actually sent home, the parents will be informed by telephone– giving reasons and saying when the child may return. This will be followed up in writing, and a meeting with the parents will be organised. It is imperative that the parents cooperate with the school in resolving the situation for the sake of their child as well as the other pupils in the school.

Withdrawal of pupil: If this combined effort does not have the desired effect or breaks down, then the parents will be asked to find another school for their child. They will be asked to fill in a notice of withdrawal immediately.

Permanent Exclusion can be carried out only by the Principal, and as a last resort.

All of the above is in accordance with Danish legislation and the United Nations Convention on the Rights of the Child.

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